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AUTHOR Gelula, Mark H.
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ABSTRACT

This paper reports some findings observed in the course of an on-going study of some effects of an Organization Development (OD) intervention in a secondary level parochial school. Two types of data are reported. First, data commonly found in literature concerning OD in schools, those in the social psychological dimension. These included some general climate descriptors, and a satisfaction criterion, as well as data regarding levels of interpersonal communication, supportive behaviors (interpersonal and intergroup), intragroup emphasis, decision-making skill perceptions, and perceptions of skill ability in problem-solving at both faculty-wide and departmental levels. Secondly, the study describes data reflecting levels of teacher stability (or turnover), teacher absenteeism, pupil stability, pupil absenteeism, pupil application rates (i.e. application for admission), and relevant anecdotes regarding a self-appraisal performed by the school's staff, and anecdotes describing the way in which the staff perceived itself during a "day-teacher" strike. (Author/RC)

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ASSESSMENT OF AN ORGANIZATION DEVELOPMENT INTERVENTION IN A PAROCHIAL HIGH SCHOOL[1]

by

Mark H. Gelula
Assistant Professor
College of Education
Brock University
St. Catharines, Ontario
Canada, L2S 3A1

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PURPOSE

The purpose of this paper is to describe an OD intervention in a parochial high school and in light of the description, to assess some effects.

Two types of data are reported. First, data commonly found in the literature concerning OD in schools, those in the social psychological dimension. These include some general climate descriptors, and a satisfaction criterion, as well as data regarding levels of interpersonal communication, supportive behaviours (interpersonal and intergroup), intragroup emphases (support), decision-making skill perceptions of skill ability in problem-solving at both faculty-wide and departmental levels. While these variables are commonly found in OD literature, they are more often than not considered dependent variables of the OD effects. In this study the above variables will be considered to be of intervening effect. Changes in Principal self perception are considered as causal variables.

Dependent variables are also examined. For the purpose of this study, data reflecting teacher turnover, pupil stability, pupil application rates, relevant anecdotes regarding a self-appraisal performed by the school's staff and anecdotes describing the way in which the staff operated during a "lay-teacher" strike become reflectors of the effects of the OD intervention.

Survey data covers one year and teacher/pupil stability data spans more than three years. Other data covers the

central year of the intervention. Some anecdotes indicate information surrounding events of two years past the active intervention phase.

CONCEPTUALIZATION

When, in 1971, Schmuck and Miles published Organization Development in Schools they noted in its preface that "the essential purposes of the book were to encourage wider diffusion of organization development in schools and to stimulate and strengthen scholarly research on it." (vii) What follows the preface are nine research studies dealing with OD in schools. It was these nine studies which acted as a catalyst for formative stages of thinking leading to the study reported here.

In part, the nine studies in the Schmuck and Miles book gave impetus to one's great hopes. That teacher behaviours, classroom attitudes, principal performances, and organizational climate -- as variables -- can be affected is left no doubt. But left somewhat open-ended is the question of pronounced effectiveness in other dependent variables.

One may ask, "What most specifically are we trying to accomplish with OD in schools?" "When we choose OD strategies do we have hypotheses in mind which bear credence to the theoretical underpinnings of OD as it has been conceptualized in business and industrial organizations (i.e., with effectiveness seen in light of productivity)?" To be sure "OD technology is not usually equipped to respond

effectively to short-term crises" or issues. "Moreover, one of the fundamental differences between OD and other approaches in organizational improvement is that OD is viewed as a continuing process not as an ad hoc time-bound program". (Burke, 1972:9) Its effects take time to show up and in schools we appear to be employing OD strategies with short term goals in mind. Further, one wonders if appropriate criteria are being examined -- even under short term conditions.

This issue may be reconceptualized based on Likert's integrating principle (Likert, 1961, 1967; Likert and Siepart, 1973). Given this theory, what school OD practitioners have been examining may have been intervening variables responsible for tertiary criteria commonly ignored (or missed) in investigations of OD's utility in schools. Likert pointed out that a mass of studies appeared to be indicating that one could clearly differentiate among the organizations which were effective by examining their human organization variables. That is, there appears to be a high relationship between the degree of supportive, goal oriented, human directed behaviour exhibited by a manager and the production effectiveness of the department or organization in business and in industry.

This relationship has been the foundation for theories upon which any number of OD interventions have been based -- in business, industry and schools. (Argyris, 1971; Feitler, 1973; French and Bell, 1973; Schmuck, Runkel and

Langmeyer, 1969; Schmuck and Runkel, 1970; Schmuck and Miles, 1971; Schmuck, Runkel, et al., 1972). Schools, however, are not industries; they are not structured to act as businesses. The goal systems of schools are rarely profit oriented. Nor are the goals always easily measured. (As one example, learning outcomes as indicators of productivity have been elusive indicators, to say the least.) Thus, other possible criteria have not been seen by this observer to have been used in OD studies. It appears that what Likert calls causal and intervening variables, reporters of the OD process in schools have tended to use as evidence of OD's effectiveness.

Likert and Siepart (1973) suggest that given the "variety of recent dissertation studies" examining the relationship between basic organizational factors and differences in school operations one can essentially examine school organizations in much the same way in which other organizations are examined. Thus, if one assumes that "the causal variables are those which the leaders can modify, and if modified, they cause change to occur subsequently in the intervening variables and later in the final performance or end results," (1973:4) one may consider changes in structure and in managerial behaviour to be targets for causal change.

Resulting from causal changes, intervening variables should mirror the climate or health of the organization. As well some intervening variables may reflect actual skills and behaviours. Accompanying changes in perceptions and

attitudes may be such observable and measurable variables as skills and interdependent behaviours (e.g., the performance ability of a team to make a series of decisions, improved ability to manage conflict and change, the organizations' ability to follow flexible organizational problem-solving procedures).

If an organization shows positive changes with respect to the intervening variables then it follows that impetus is there for change to occur in a third level of variables. Likert refers to these as <u>end results</u> (Figure 1). Where schools are concerned these appear to be less actual end results than they are criteria -- or important consequences -- of yet another set of behaviours, those necessary if organizational self-renewal is possible. As an example, this means that if such criteria as minimal teacher turnover or teacher support of the <u>school</u> rather than the <u>union</u> during a strike are typical and consistent, then a cohesive unit of teachers may be forming which will find it important to continue a level of operation because of inherent satisficers (Glidewell, 1973). This continuance is in part possible through normative adoption -- and hence continuance -- of a number of new skills which began to be developed during the intervention. Adherence to these norms lead ultimately to confrontations of:

- persons deviating from the norms
- organizational movement away from goals

- important outside influences and issues threatening levels of attainment and norms
- value systems inconsistent with those being developed.

Such behaviours are considered to be self-renewing. Continued evidence of them is descriptive of the state called Self-Renewal. (Lippitt, 1969; Schmuck, Runkel and Langmeyer, 1969; Schmuck, Runkel, et al., 1972)

The Likert model emphasized so far "requires genuine change by the school leaders themselves focused on improving the causal leadership and climate factors." (1973:5) In part the study reported here attempted this focus, however, another major influence upon the study's conceptualization (and upon its focus) was the work done by Schmuck and Runkel (cited above). Their model is based on a modification of the laboratory approach. It involves the training of a faculty and observing it at work in group process, the growth of the faculty in problem solving and communication skills, and the acquisition of norms supportive of these new skills.

While the laboratory method is used it does not resemble the T-group. Schmuck, Runkel and Langmeyer acknowledge the research by Cambell and Dunnette (1968) and Friedlander (1968). This indicates that while T-groups may have strong short term effects -- especially for the individual -- they tend not to have lasting impact on the work organization. Instead of the T-group, the Schmuck

model uses a training design where individuals acting interdependently in roles learn to develop a new social system. (This paradigm is reminiscent of the description of OD by Bennis (1969) -- which is to develop the beliefs, attitudes, values and structures of the organization.) Figure 2 provides a model of the Schmuck, Runkel and Langmeyer strategy as it was adapted for the study presented here.

Lastly, because the concept of flexible organizational problem-solving was felt to be critical to the perpetuation of any advances in organizational growth, the design of this study incorporated an action research mode. Action research has been defined as "a continuous process of doing research on social action leading to learning and further action" (McGill and Horton, 1973). This was an ex post factor method since it was not a part of the original plan and was not a part of the earliest conceptualizations of the study paradigm. An action research mode (Figure 3, Gelula and Lusthaus, 1973) legitimately allows the reconceptualization of OD strategies and tactics. It enables one to perform as a result of a grounded theory, and in effect adopt a process consultation mode (Schein, 1969). Action research was turned to in this study because at the start, while perceptions of organizational process were collected, and while interviews were carried out to validate the paper-pencil perceptual data, there were little or no incidents of observation by the consultants of the organization at work. Hence there was little to substantiate what the instruments and

interview data appeared to show about the organization -- except what was seen of the physical setting.

This problem suggests an important difference from the Schmuck, Runkel and Langmeyer studies. In the latter, on site observation appeared useful. In the former the difference was seen to have possible limiting effects on the effectiveness of the workshop and later strategy and tactic decisions. The consultants could not be sure that the organizational problems existed as they were described -- or that they existed at all. The consultants entered into a two day norm-setting workshop, one purpose of which was to train in skills which indirectly would begin to "solve" perceived problems. While follow-up data appear to show that this entry and what followed was successful, one must question how much more effective it might have been, and in what areas, had a more observation-based data collection methodology taken place from the inception. Hence the adoption of the action research method after the entry workshop.

THE SCHOOL

The subject school is a private Catholic girls high school, located at the boundary of a large city in Western New York State. It is housed in a building attached to a convent and a private four year Liberal Arts Catholic College. The school building itself has two sections, an older wooden structure, and a brick and steel section about

ten years old. Approximately 850 students attend the school in grades nine through twelve. Courses in academic subjects and some vocational areas are taught by about 54 staff. The staff is relatively equal in division between lay teachers and Nuns. The principal and vice-principal are both Sisters of the school's sponsoring order.

Students are commonly white, with working parents of low middle class SES. Many of the students' families have lived in the school's diocese for two or three generations. Often mothers and aunts will have attended the school as well. A number of teachers currently at the school were themselves students there. Thus there appears to be quite a strong familial feeling about the school.

DESIGN OF THE STUDY

This study employed data generated by the subject school, by a control school, and by ongoing assessment of the intervention process itself. With respect to quasi-experimental controls, a control school was chosen in which a number of variables common to the subject school were found. Both schools have similarities with respect to size of student population, size of staff, and church affiliations. Both schools contain church affiliated and lay teachers. Both schools are located in the same city, though in different parts of it.

The nonequivalent control group design (Campbell and Stanley, 1963) was chosen for examination of the paper-pencil

survey. It was used for between group and within group analysis (over time). These surveys have been administered two times -- the hiatus being about six months -- to both schools and one additional time to the subject school alone one year from the intervention's start.

At the subject school an interview with every staff member was held when the intervention began and also about eight months later. In all, three major forms of data were obtained: the quantitatively scored survey instrument, qualitative interview information, and nonobtrusive anecdotal information.

Interviews provided the consultants with baseline kinds of information. As an attempt was made to interview each available member of the school staff, interviewing provided important psychological readiness to trust the consultants.

The interview data was used to construct an organizational survey questionnaire. This survey became the quantitative measure of changes in perceptions regarding a number of social-psychological dimensions, over time. Specific questions and component instruments were selected based on issues which appeared regularly in interview data. Interviews suggested a number of problem areas in the school organization. Levels of interpersonal communication were poor. Staff often complained that they were not heard by the principal or vice-principal. The administration was considered highly autocratic. Related to the communication

problem, a large number of staff felt they needed to learn supportive-type behaviours. The consultants learned that departments were not being used effectively in curricular or other types of decisions. Thus questions dealing with organizational emphases on the work group were included. Such questions were also related to measures of perception of decision-making skills and problem-solving at both faculty-wide and departmental levels.

Interview data clearly identified the school's climate as being inclement and general staff satisfaction as being poor. The consultants hypothesized that positive changes in the dimensions noted above should lead to improvement in overall school climate and satisfaction. To measure these variables quantitatively one additional instrument was placed in the survey questionnaire: the Likert Profile of the School, Form "T" (Feitler, 1973). A diagram of the study showing the relationship of the interviews to the surveys, and to the independent, intervening, and dependent variables is found as Figure 4. Figure 5 diagrams the major hypotheses.

PHASES OF THE INTERVENTION

As this paper deals primarily with the assessment of an OD intervention in a school, it would seem important to mention briefly the phases which are felt to have led to certain types of organizational growth. This begins with the events leading to the initial contact with the school by the consultants.

The Principal of the school had been placed in her position by the Mother Superior of her order and had been doing a job characterized as "the best anyone could under the circumstances." The school staff was almost cleanly divided into two factions: lay teachers and religious based teachers (Sisters). The latter were concerned with the increased freedom and changing attitudes prevelant among the students in the school. They were characterized by one former teacher as "law and order people." The lay teachers tended to be highly supportive of the students and tended to be highly supportive of the students and tended to press toward more freedom and reform of the school.

The Principal was highly insecure in her position. No matter what decision she made a faction of the faculty was against her. She apparently was unable to trust anyone and had difficulty in delegating any decisions or responsibilities to other staff. She was seen little by the staff and was found most often in her office -- with the door closed. In the second year of the Principal's tenure, a former teacher returned to the school. A Sister herself, she had been recently involved in a series of religious retreats some of which involved intensive sensitivity-type groups. This teacher returned to the school highly sensitized to human behaviours and feelings. Upon this return, she saw what she later described as "a state of hostility, anxiety, and polarity, everywhere." She perceived the Principal to be withdrawn and without any support.

The teacher fought with the Principal for the year to achieve a trust relationship. She felt strongly that the Principal could change and could lead the school, but that she needed support. The teacher noted that "if you want the leader to change, then you must support her." Despite this tactic it took the Principal one year to learn to trust, Shortly before the end of that year an appointment was made assigning the teacher to the position of Vice-Principal beginning the following September. The now Vice-Principal used her personal influence and her position to urge the Principal to do something about the situation in the school. Finally with consent the Vice-Principal approached some local university people to meet with her and the Principal to discuss a possible "human relations" program as a way to improve the school.

At this point the author and another individual met with the faculty to discuss with them some possible routes which they might take. This discussion included a brief overview of OD, an open forum question period, and a short structured experience. A proposal was made to run a two day workshop with all faculty involved. It was to be held in a retreat setting.

An hour long structured experience was to serve two purposes: (1) it was to provide a means for the faculty to observe some of the kinds of events in which they could participate during the entry workshop; and (2) it was used

to gather some data, however brief, about the way in which the staff worked together on a problem issue.

When the consultants left this first meeting, they requested that the faculty meet, and by a future date, contact the consultants regarding the decision made.

With the acceptance of the proposal by the consultants a class of OD students were involved in the development of interviews and interviewing, instrumentation, design, and observation of the two-day planned workshop. The OD students were not actively involved in any large group sessions during the workshop, but a few served as small group facilitators. The role of the students ended with closure of the workshop.

Data from the interviews and the instrument were compiled and used to design the entry workshop. (Organizational members were not involved in this phase of the intervention.) Some purposes of the workshop were:

1. To act as a formal norm setting entry device;
2. To set norms for behaviours to be developed;
3. To provide a baseline of skills required in all later work;
4. To facilitate the staff's ability to reorganize themselves through identification during workshop activities of some critical needs, and then to begin dealing with those needs through discussion and exercises.

The workshop allowed the staff to focus immediately on two organizational structures: (1) goals -- or the lack of

adequately stated and owned goals -- and (2) an authoritative decision-making body, which was ineffective, inefficient, yet ongoing called the Principal's Advisory Committee.

Throughout this entry workshop, teachers had ample opportunity to question process, purpose and carryover to the real organizational setting. The workshop also included a number of opportunities for participant feedback to facilitators. In response to feedback, some modifications in direction and style were made by the consultants. As well, data from non-participant observers provided similar feedback. The latter information was especially useful in planning later stages of the intervention. At the conclusion of the entry workshop sufficient support existed among the total faculty that there was an expressed need to clearly define a set of school goals. Further it was felt that the workshop format was sufficiently useful to be employed as a "back-to-school" meeting device rather than the traditional faculty meeting. This was a feeling shared by a large percentage of the staff and the administration.

During the summer a group of volunteers met with one of the two consultants (the other consultant's role actually ended with the entry workshop) to plan a back-to-school workshop. This planning meeting was structured in a workshop fashion and provided opportunity for maximal participant design and input with minimal substantive input by the consultant. Among the participants in this planning meeting

were the Principal and Vice-Principal and about eight teachers split between religious and lay. Thus it can be said that the one day "back-to-school workshop" was reflective of many staff concerns and needs given its complete design by faculty representatives.

During the days' events teachers were instructed in the new modular-flexible schedule put into use for the first time that September, and spent a large portion of their day beginning to design goals for the school. All events were led by teachers as facilitators; the consultant "managed" the day's flow. One of the interesting facets of that workshop was the perceived need to involve representatives of the Student Council (all of the officers were present) and volunteers from the parents association. This marks a strict departure from previous norms regarding outsider's and students involvement.

With the start of school, the consultant began meeting semi-regularly with the Principal and Vice-Principal. In these meetings, numerous questions emerged regarding the functioning of the Principal's Advisory Council and the fact that the training in the workshop did not seemingly have any effect on the operation of the school. Ultimately these discussions led to substantive input by the consultant regarding management style, and ways to deal with the day-to-day administration of certain kinds of issues. Two kinds of change were clearly needed for the events of the workshop to have lasting meaning. First the Principal and the

Vice-Principal needed to clear up questions they had regarding each others roles.

As part of this, a modification of Harrison's (1973) role negotiation paradigm was carried out over a period of about six weeks. Process consultation with the two administrators attempted to bind loose ends bringing together role conception, communication skills, and decision-making strategies. Regarding this period in retrospect, the Vice-Principal recently noted that role negotiation proceedings were the key, allowing her to help change the Principal's behaviour by support. Her support came through understanding the Principal's self-perception, the Principal's perception of her Vice-Principal's role, and of her own role, and by understanding more of the Principal as a person. This had never been allowed by either of the two given the high anxiety level of their mutual encounters and the general hostility toward them as the school's administrators.

Secondly, it was apparent that decisions were not trusted or honoured by the school staff. Even with the events of the two summer workshops, many faculty were still ill-at-ease regarding the functioning of the Advisory Council. This was somewhat ironic as the two administrators had decided to deal with the issue by ignoring it; by not convening the group at all. In a literal sense however, this apparently constituted a mechanism for increased anxiety among faculty. Many either misperceived the purpose of its absence or mistrusted its operation.

Continuing process consultation meetings with the administrators led to the understanding that organizational structures in the school already in existence were not being used to advantage. Subject area departments existed and were composed of all members of the school staff. Department chairmen were either elected or concensually approved by their departmental peers. Hence, hypothetically, were these chairmen to be involved in school-wide decisions, they might have been acting in a representative fashion for their peers. Based on this conceptualization, the consultant urged abandonment of the older, rather inflexible decision-making body -- the Advisory Council. In its place a modification of Likert's "Linking Pin" mechanism (1961) was proposed.

Likert perceived linking pins acting as mechanisms tying together overlapping work groups. He conceptualized these work groups as hierarchically ordered within the bureaucratic structure. The modification proposed and adapted by the subject school, differed from these two perspectives. It conceived of the school as a <u>staff</u>. This conceptualization led to a model for decision-making which would occur at two levels: primarily within the department and secondarily at a meeting attended by Department Chairmen and the two school administrators. Where decisions could not be made, Department Chairmen were to report back to their department peers for further advice and direction.

Adoption of this modified plan was believed at the time, to have had equal importance to the role clarification procedures discussed above. Also, it was felt that the entry workshop as a norm setting enterprise, the goal setting and goal clarification process which began at the workshop, and the two examples of process consultation would have major effects on the specific organizational dimensions identified as weak (interpersonal communication, supportive behaviours, emphases on the work group, decision-making and problem-solving skills and processes at departmental and faculty-wide levels). The consultants' model provided continued theoretical support as well for two other hypotheses: that school climate would improve significantly and that satisfaction would improve significantly as well, over time. That is, if the role clarification was successful, the principal would be delegating more often, visiting areas of the school where she was previously seldom seen, listening to staff concerns, and meeting more regularly on an informal basis with staff and students. Given these major behavioural changes by the principal, concommitant supportive behaviours by the vice-principal, and actualization of a new structure of school-wide decision-making, the entire school population would be touched in some way by ongoing change. Thus skills and concepts introduced at the entry level and somewhat reinforced at the back-to-school workshop would have further reinforcement. In effect forces working toward an ultimate value reorientation among the staff and students would be in effect.

RESULTS

This section summarizes the quantitative data collected, in order to confirm or deny the hypotheses generated. It further describes a number of second interview responses and lastly notes some non-obtrusive data collected after one-years' intervention. Later discussion with the Principal and Vice-Principal and some specific end result variables are also looked at.

Quantitative measures examined differences between the subject school and the control school at pretest and posttest as well as within the subject and control schools between pretest and posttest. Further measures exist on the Profile of the School within the subject school on a second posttest surveyed one year from the date of entry. Four independent measures (supportive behaviours, work group emphasis, decision-making and problem-solving) are subdivided into twelve variates (see Table I). Two major variables are dependent upon the preceding -- climate and satisfaction -- and are also examined.

TABLE 1

STUDY VARIABLES

INDEPENDENT VARIABLES

I. Supportive Behaviour
   - A. GES Feedback
     1. GES others feedback
     2. GES I feedback
   - B. GES Feelings
     1. GES others know
     2. GES I know
   - C. GES Mean
   - D. Support

II. Decision-Making
   - A. Decision-making Skills
   - B. Decision-making Participation
   - C. Decision-making Mean

III. Problem-Solving Adequacy
   - A. Department Meetings
   - B. Faculty Meetings

IV. Work Group Emphasis
   - A. Workers
   - B. Adaptivity
   - C. Group Emphasis

V. Communications
   - A. Information Communication
   - B. Information Acceptance

DEPENDENT VARIABLES

I. Climate

II. Satisfaction

PRETEST DIFFERENCES BETWEEN SCHOOLS

Table 2 data indicates that at the pretest control school scores were generally more favourable for independent variables than for the subject school. Between school tests of significance indicate that on the pretest the two schools differed significantly on five variables. Only one of these significant differences favoured the subject school. Moreover, four of seven nonsignificant differences also favoured the control school. Thus, on those independent variables where change was to focus, prior to the intervention the staff of the control school perceived themselves to be more adequate compared with experimental school.

A similar pattern is seen for the climate and satisfaction variables. The control school perceived itself operating -- on the average -- slightly into System IV on the Likert Profile. The experimental organization saw itself generally in System III. This difference in mean perceptions proved highly significant ($p \leq .0005$). Satisfaction levels were seen to function directly as did climate. Here too the between school pretest difference was found to be highly significant ($p \leq .005$).

POSTTEST DIFFERENCE BETWEEN SCHOOLS

Posttest differences between schools (Table 2) show a number of changes having taken place between Time 1 and Time 2. Eight independent variates are seen to differ significantly between schools -- or three more than did on the pretest. Four of these differences favoured the control

TABLE 2

SUMMARY OF RESULTS OF CHANGE: ACCORDING TO SIGNIFICANCE LEVELS INDEPENDENT VARIABLES AND DEPENDENT VARIABLES

INDEPENDENT VARIABLES	Difference Between Schools		Difference Within Schools		Second Posttest
	Pretest	Posttest	Subject	Control	Subject
1. Supportive Behaviour					
A. CES: Feedback	( )	( )*	(+)	(+)	--
B. GES: Reporting Feelings	( )*	.03*	( )	+.05	--
C. GES: Mean	.05*	( )*	(+)	(-)	--
D. IPR: 1-8 Mean (Support)	( )*	( )*	( )	(+)	--
2. Decision-Making					
A. Process Skills	.0005*	.0005*	+.015	(+)	--
B. Participation	.0005	.02	(+)	(+)	--
C. Total: Mean	.015*	.0005*	(+)	(+)	--
3. Problem-Solving Adequacy					
A. Department Meetings	( )*	.0005	+.012	(-)	--
B. Faculty Meetings	( )	.011	(+)	(+)	--
4. Work Group Emphasis					
A. Workers	( )	( )	( )	( )	--
B. Adaptivity	( )*	.028	( )	( )	--
C. Group Emphasis Norm	.003*	.006*	+.019	(+)	--
DEPENDENT VARIABLES					
1. Climate	.0005*	.0005*	+.01	(+)	(+)
2. Satisfaction (Profile 9)	.0005*	.001*	+.01	(+)	(-)

* Control score more favourable than experimental score.
(+) Indicates change was positive though not significant.
(-) Indicates change was negative though not significant.
( ) Indicates change was nil with no direction.
Alpha $\leq .05$.

school and four favoured the experimental. These reflect a change from significant to non-significant differences favouring the control school for one variate: GBS MEAN (I-C). Changes also reflect reversal from a nonsignificant difference (favouring the control school) to a significant difference (favouring the subject school).

This occurred for two independent variables: problem-solving adequacy in department meetings (III-A) ($p \leq .005$) and the number of persons who appear adaptable to shifting work team (IV-B) ($p \leq .03$). Other results indicate three or four nonsignificant differences favour the control school, a decreased but still significant difference in favour of the experimental school on Support (II-V) ($p \leq .02$), and a change from no significant difference (without direction) to a significant difference (in favour of the experimental school) on a problem-solving adequacy in faculty meetings (III-B) ($p \leq .01$).

A similar pattern is observed for the dependent variables on the posttest. Both schools differed significantly on climate and satisfaction. Between school differences for climate remained at the .0005 level of significance while it decreased from .0005 to .001 for satisfaction. An initial impression concerning these dependent variables results might be that no changes in climate occurred as a result of the intervention and that a significant change had occurred in satisfaction. These conclusions are inappropriate when the within school differences over time for each school are examined.

WITHIN SCHOOL DIFFERENCES: OVER TIME

Information regarding this section is found in Tables 2 and 3.

Examination of independent variable results for the subject school show that of fourteen, ten indicate at least a positive change by Time 2. Comparatively, the control school changed in a positive direction on seven, but only one change was significant.

These comparative changes may be examined more closely. For decision-making skills, where a significant positive change was observed in the experimental school, a nonsignificant shift resulted in the control. Problem-solving adequacy in department meetings improved significantly at the subject school, while it diminished to a non-significant level in the control. Problem-solving adequacy for faculty meetings increased at the control and at the subject school. The emphasis placed on functional work groups improved significantly at the subject school, and while it improved at the control school as well, the change there was not significant.

Climate and satisfaction variables were hypothesized to have changed significantly in the subject school as a result of changes over time among prior causal variables. In fact, this expectation bears out. The Profile mean -- an overall climate measure -- is seen to have shifted in a significant and positive direction from Time 1 to Time 2 ($p \leq .01$). Satisfaction shared a similarly significant

TABLE 3

MEANS FOR INDEPENDENT AND DEPENDENT VARIABLES

FOR THE EXPERIMENTAL AND CONTROL SCHOOLS OVER TIME

INDEPENDENT VARIABLES	PRETEST		POSTTEST	
	Subject	Control	Subject	Control
I. Supportive Behaviour				
A. GES: Feedback (Others)	2.7727	3.0682	2.9286	3.1930
B. GES: Feedback (Self)	3.0051	3.4091	3.1151	3.2719
C. GES: Feelings (Others)	3.2121	3.5075	3.1706	3.5088
D. GES: Feelings (Self)	4.1768	4.4015	4.0833	3.9035
E. GES: Mean	3.2917	3.5966	3.3244	3.4693
F. Support	0.4966	0.4955	0.4997	0.4780
II. Decision-Making				
A. Skills	3.1010	2.1136	2.6746	1.8596
B. Participation	2.7121	3.3750	2.9702	3.3026
C. Mean	2.9455	2.6182	2.7929	2.4368
III. Problem-Solving				
A. Department Meetings	2.5993	2.8595	3.0637	2.7098
B. Faculty Meetings	2.9465	2.5993	3.0588	2.7988
IV. Work Group Emphasis				
A. Workers	1.0000	1.0455	1.0000	1.0000
B. Adaptivity	1.5758	1.2727	1.4390	1.1579
C. Group Emphasis Norm	0.6985	0.4182	0.5119	0.4079
DEPENDENT VARIABLES				
I. Climate	11.8323	15.0606	12.9603	15.7088
II. Satisfaction	12.9394	17.0455	14.6429	17.2632

SECOND POSTTEST MEANS (subject school only)

CLIMATE: 13.335

SATISFACTION: 14.111

shift ($p \leq .01$). Although the control school also changed positively here as well, no changes were seen to be significant.

A multiple regression analysis was employed to determine the extent to which the changes among the independent variables predicted the changes in the two dependent variables.

Tables 4 and 5 explain some of the complexities. As multiple regression analyses they consider multiple variables as predictors of the dependent variable. Nine variates explain over 65 percent of the variance in the climate variables. Among the independent variables, decision-making participation is climate's greatest predictor. It alone accounts for 43 percent of the variance. Interestingly, these nine independent variables are also those which either reversed direction and favor the experimental school or showed a positive change by Time 2. Thus, if the nine are those which were changed as a result of intervention effects they may be considered responsible for changes in the climate variable.

While climate is predicted by nine variables, one of which accounts for two-thirds of the total predicted variance, satisfaction is predicted by eleven variables. But the total variance accounted for is 37 percent. The largest single predictor -- decision-making skill -- occupies about one-third of this space. By contrast with

TABLE 4

MULTIPLE REGRESSION OF INDEPENDENT VARIABLES

WITH CLIMATE FOR SUBJECT SCHOOL

(Posttest) (in order of importance)

VARIABLE	$MULTR^2$	BETA	SIMPLE R
DM Participation	.428	.519	.655
GESOFEEL	.533	.178	.439
DM Skill	.587	.313	.541
P.S.: Faculty	.606	.252	.023
Group Emphasis	.633	.224	.111
Support	.642	-.127	.260
GESMEAN	.647	.034	.461
P.S.: Department	.650	-.121	-.221
Adaptability	.653	.083	.075

$MULTR^2$ indicates the total increasing shared variance with the dependent variable as each independent variable listed is included in the formula.

Variables not significant predictors for inclusion: GESOFEED, DMMEAN, Workers, DESOFEED, GESOFEEL.

TABLE 5

MULTIPLE REGRESSION OF INDEPENDENT VARIABLES

WITH SATISFACTION FOR SUBJECT SCHOOL

(Posttest) (in order of importance)

VARIABLE	MULTR^2	BETA	SIMPLE R
DM Skill	.135	.244	.367
GESOFEEL	.189	.413	.320
Group Emphasis	.256	.325	.231
P.S.: Faculty	.278	.301	.030
Support	.293	-.254	.100
P.S.: Department	.323	.299	-.156
GESOFEED	.339	-.239	.117
DM Participation	.358	.218	.274
GESOFEEL	.363	.066	.232
GESOFEED	.366	-.095	.133
Adaptability	.370	.082	.092

Variables not significant predictors for inclusion: DMMEAN, Workers, GESMEAN.

climate and its major predictors, these are not very large percentages of shared variance. Hence one might question whether the independent variables were good predictors of satisfaction. Because of this ambiguity, no inference can be made about the changes in satisfaction having occurred directly as a result of the changes in the independent variables. On the other hand, the relationship between climate and satisfaction has a Pearson R = .743. This suggests that climate accounts for 55 percent of the variance in satisfaction as a single predictor.

Re-examining the model one searches for ways in which satisfaction might continue to be developed. An analysis of Likert Profile Item means and grand means scores obtained one year from the entry workshop indicates continued movement in the direction indicated. The overall (grand) mean score on the climate variable showed continued movement toward System IV -- though with less magnitude than after the first six months. The satisfaction variable showed a decrease over the same period of time.

One interesting shift which emerged pertained to a question asking about the intrinsic motivation received from participation in decision-making. (Item: "In general, what does the decision-making process contribute to the desire of teachers and students to do a good job?") Previous results on this item showed responses securely in the System III-IV range. Its mean on the second posttest reflects System II attitudes.

Clear movement toward System IV was observed in four conceptually related areas to the above item. It was seen that motivational forces tended to be less conflictual and more reinforcing. Further, respondents appeared to have more faith in the accuracy of their upward communications. Lastly, attempts at friendliness and support -- school wide -- were seen to have been increased. One might surmise that decision-making does not appear to be the area from which faculty any longer have needs for involvement and satisficing. While no firm data is available to substantiate the following supposition, it appears that with the increased availability of participation in decision-making for each faculty member, individuals are able to involve themselves as little or as much as they wish. It would also appear that interpersonal communications and mutually friendly, supportive behaviours are more common satisficers than they had been six months or one year previously.

INTERVIEW RESULTS

The second series of interview responses suggested a number of issues had been partially clarified and improved in the subject school. For example, changes were perceived in the way faculty meetings were dealt with. Teachers also felt that information about the school was more effectively communicated.

It was commonly perceived that emphasis in interpersonal communication had been increased as had emphases on working together in small groups. People noted that "there has to be a unity -- a common direction. We have to communicate." Others stressed the school as a community, that the school was no longer "a one man show", and that "the group perspective is important in making decisions." "Autocracy is not the key," said one individual.

As well, a strong sense of the importance of groups as supportive structures was seen. This was given as a reason for the clarification of goals which began at the entry workshop. One person summed it up: "If you are going to work together for a common goal, you are going to work . . . with other people. I can do a lot working with other people."

Yet, people seemed to recognize that goals were not final. People had a strong awareness of their participation in the development of school goals. They generally felt goals would profit from people's revisions as the staff continued to work together, as new ideas evolved, and as the goals were operationalized.

Other interviewees commented that they were beginning to feel a part of the policy-making process. A willingness to speak with the administration and others regarding various subjects was more apparent at the second interview than at the first. Several persons commented that while notable

improvements in communication and participation had taken place, the school still had a long way to go. Generally a more positive attitude about the school, the staff, and the administration was noted.

RESULTS

Three discrete events and activities present a markedly different front from that perceived by the outsider prior to the intervention. (1) Brainstorming has been observed for ideas in department meetings scheduled to re-design curriculum. (2) The student council asked for and received permission to negotiate with a human relations training team in order to improve its communications process in the year following the entry workshop. (3) The entire faculty involved itself in a year long preparation for accreditation appraisal by "throwing itself into" a full scale self-analysis during that same year.

Firstly, that brainstorming was not only attempted but used regularly indicates normative acceptance of skills newly learned during the OD experience.

Secondly, support of students beyond academic issues had been rare. Many faculty had questioned the place of a student council at all, let alone support it. To endorse -- through faculty commitment -- a student council communications training experience may be considered an indicator of massive attitudinal change by the faculty in general.

Further, the accreditation self-analysis served in many ways to continue to reinforce a number of additional

skills and attitudes presented during the two workshops. This accreditation was part of a cyclical ten year high school evaluation procedure carried out by the Middle States Association of Colleges and Secondary Schools. These evaluations are culminated by the on site visit of a committee whose task is to validate the substantial self-assessment required by the school in question during the preceding year. As such, the school is really evaluating itself, examining its goals, reviewing its program and curriculum and assessing its strengths and needs. Each faculty member is required to reflect on his place in the school's program. As well each individual reviews his own preparation, professional activities and analyses school factors he perceives as contributing to or limiting his effectiveness. Further, faculty members are asked to recommend changes in order to improve their effectiveness. Lastly individual faculty are asked to reflect on the part of their work which gives them the greatest satisfaction and as well what they believe is their greatest contribution to the school (N.S.S.S.E., 1969)

Along with the individual review and reflection, faculty find they must meet together frequently in order to reach consensus regarding decisions about program direction, curricular models and content, student activities programs, school facility utilization, involvement of the school's community, as well as the school's philosophy and goals. In short nothing is left untouched and thorough appraisal will

insure that all faculty are involved in examining all aspects of the school.

It is important to consider whether the OD intervention or the preparation for "Middle States" was responsible for some of the changes reported so far. Many teachers in response to a recent questionnaire indicated they felt Middle States was responsible for the increasingly positive feelings, attitudes and behaviours among staff and students. Certainly one could not fault the Middle States evaluation. Coming as it did immediately past the two workshops, it provided a natural focus -- whether consciously or not -- for the skills and attitudes begun to be developed. However, it is more likely that the Middle States activities provided an opportunity to place these skills and attitudes into perspective by employing them consciously. Numerous examples have already been discussed.

While some teachers did not appear to recognize the value of the OD intervention in facilitating the Middle States evaluation, others did. One teacher commented that the process "forced us to evaluate and firm up our philosophy and goals. In many ways communications improved." Indeed, the Middle States visiting team noted in their report the importance of the OD "activities which have been taking place over the past few years and encourages the faculty and administration to continue their dialogue on the development of their roles and the school's program."

While there is no correct answer to the question posed above, it is clear to this observer that the OD intervention engendered a strong influence on the work done during the subject school's Middle States self-analysis. Interestingly, Middle States type activities are not unlike the kinds of wide-open influences to which schools are subjected regularly. Communities and state education departments require schools and faculty to be accountable regarding their purposes and programs. Students have needs and are increasingly vocal about achieving them. Faculty groups are more and more vociferous in their demands for better pay and working conditions. Middle States-type activities force a school organization to test its problem-solving procedures. If a school faculty can communicate openly and freely and come to reasonably rapid concensus on a variety of changing issues, then that organization may be learning to be a flexible problem-solver. Middle States certainly provided exposure to these kinds of demands and activities for the subject school.

OTHER RESULTS

Indicated earlier in the paper were several criteria not commonly found in school based OD literature. At a time when students are more frequently turning to public schools due to lower costs, when many private academies are being forced to close, and when school enrollments are declining, the subject school finds that on a percentage basis, it is

increasing its acceptance of students from feeder schools compared with other Catholic high schools in the metropolitan area. These are not projections but are real trends from 1974 to 1976. Beyond 1976 projections indicate a leveling off (see Table 6).

The Principal recently noted that there were more applications on hand for September 1976 admittance than existed places in the Freshman class. She believes that the strong commitment of faculty and students to the school has been renewed as a result of what she calls "the change program", and that this positiveness is responsible for the enrollment trends noted here.

Data regarding student attrition does not reflect the same positive end results of the intervention to date. Table 7 shows enrolled students and graduates from 1969 to 1974. Data in this table indicates that the first year of the intervention the graduating class diminished by 11.25 percent over the four years. The class the following year declined over the years by 22 percent. In 1974 however about 4.5 percent of the student enrollment withdrew for such reasons as illness (1), student needed at home (2), family change of residence (3), transfer to other school without change of residence (36), early admission (5), and early graduation (1).

With more complete data over the next several years one may be able to determine if the intervention has had

TABLE 6

A COMPARISON OF FRESHMAN ENROLLMENT AND ELEMENTARY SCHOOL ATTENDANCE

YEAR	FRESHMAN ENROLLMENT (Actual)	FEEDER SCHOOLS (in %) A	B	C	D	E	F	G	H	FEEDER TOTAL (in %)	OC TOTAL	PS TOTAL
1970	234	18	12	8	7	5	5	4	4	68	30	7
1971	238	12	9½	3½	5	8½	2½	12	5	58	31	11
1972	240	14½	6	5½	7	10	4½	12½	5	65	23½	11½
1973	239	18½	5½	3	5	11	3	8	2	56	32	13
1974	224	11	9	4½	3½	12	1	9	4	54	26	20
1975	221	15½	5	7½	4½	8½	3	9	4	64	17	19
1976	220	19	6	6	5	10	3	14	4	67	12	21
PROJECTED												
1977	220	18	5	5	4	10	3	14	5	64	16	20
1978	215	17	5	4	5	9	2	12	4	60	21	19
1979	215	17	5	4	5	10	2	13	4	60	21	19
1970	210	16	4	5	5	10	2	12	4	58	20	22

OC -- Other Catholic Schools
PS -- Public Schools

TABLE 7

SUBJECT SCHOOL ENROLLMENT

1969 to 1974

	1969-70	1970-71	1971-72	1972-73	1973-74
Grade 12	235	224	227	207	184
Grade 11	225	227	214	196	207
Grade 10	232	217	207	217	228
Grade 9	240	236	237	240	239
Total	932	904	886	860	858
Graduates	235	224	218	206	180

TABLE 8

STABILITY OF 1974 SENIOR CLASS

(Number of Years each member has been at the school)

Number of Years	Number	Percent
1	0	--
2	1	0.5
3	6	3.2
4	177	96.2
Total	184	99.9

meaningful effects on student retention. Right now data does seem to indicate such strength.

Similarly the intervention does not appear to have had any major effects on faculty turnover. Each year for the past three years 7 or 8 persons did not return to the school (about 14 percent). Whether for study leave, maternity, the request of transfer, or simply because they were not rehired, the teacher turnover rate appears consistent at this level.

While no quantitative data are available, the Principal has noted that teacher absences have decreased. "There are people who are not out as much as they used to be," she indicated. Further, where many absences tended to be for "mental health" purposes, teachers are apparently taking off when they are really sick rather than simply in need of a day away. This appears to be a positive indicator of the improved climate of the subject school. Substantive data is needed however to validate the assumption that these absence rate reductions are real and that they can be related to the effects of the intervention.

FURTHER ANECDOTAL INFORMATION

In 1975 a lay teachers strike closed most of the metropolitan area's Catholic schools. Wages were the major issue since lay teachers in the Diocesan system are not at par with public school teachers. As in most teacher strikes, emotions ran high and feelings among teachers were very low.

At the subject school faculty negotiations were handled within the school. While the school's program is supervised by the Diocese the school is private and is funded by its order. During the period in question pressure was felt by the teachers to push beyond the normal negotiating limits. The teachers, like their Diocesan peers, were demanding more money.

Negotiations were handled by the principal, but this time teacher demands exceeded her ability to authorize funds. A labor lawyer and a third person from the Mother Order were sent to continue negotiations with the lay faculty. This was not preferred by the teachers, but according to comments by the principal and vice-principal, they continued to attempt to communicate at a high level. In fact because of their ability to communicate with one another both teachers and administration managed to complete negotiations "without a lot of hard feelings." More importantly, no strike situation was ever approached and a two year agreement was reached.

One interesting side-light to this series of events surrounds the lay teachers' decision to form a union. Apparently, when they found that this petition "hurt the pride" of the school, the teachers dropped their petition. They found that they could communicate and negotiate without it.

The Principal contends that she was able to negotiate a contract with a personal sense of ease due to her experiences

in the earlier role negotiation process. She also believes that her experience in group process -- begun at the entry workshop -- helped her maintain her ease and negotiate a "successful and rather satisfactory contract" with the lay teachers!

When the strike period is reviewed, and one considers the immense peer pressure under which the subject school's lay teachers operated, there appears to be support for the effects of the intervention. Here one finds another example of how the rebuilding of an organization's value system and the parallel development of interpersonal communication skills, work group support, and decision-making skills may be related to important results beyond the acquisition of the skills themselves. Examining the behaviour of the Principal is important too. Likert (1961, 1967) theorizes that it is the leader's behaviour which ultimately affects each of the intervening variables and ultimately the end results. In order to affect the subject school the principal and vice-principal were asked to change in many ways. To date the principal perceives a lot of self growth. There is no doubt that much of this growth stemmed from her close association with the vice-principal. Much, however, is perceived to have directly resulted from planned change procedures described in this paper. Appendix I contains a list of ways in which the principal feels she has changed. This list was drawn up independently of any requrest by the consultant. It was apparently done as a personal assessment of the intervention's value to her.

More than that, it is of value to us, as an example of a major result of an OD intervention.

CONCLUSIONS

Interpretations of each of these anecdotes is possible. The author infers from them that general climate has improved in the subject school. Students and staff are finding more purpose and opportunity for ownership of school activities. People are communicating; people are trying to work together.

Can these and other changes not/ l be attributed to the OD intervention? The conclusions suggest so.

There were significant positive differences measured in a number of independent variables and on both dependent variables after six months within the subject school. These changes are not similarly reflected in the control school. Further, after eight months, changes in perceptions and attitudes regarding the school as a unit of persons who must work together, in the way changing goals is perceived to be an ongoing process, in the worth of other people as resources, and in the importance of communicating to insure open and honest working relationships have been found. After over three years, non-obtrusive data showed behavioural examples of the beliefs and perceptions expressed on the questionnaire and the interviews.

The perceptions offered by the principal (Appendix I) appear in part to confirm the theory which was offered at the start of this paper. Working to change the administrative behaviour of the school principal and effecting such changes, may be related to intervening attitudes and behaviours as well as end products. To suggest that the individual changes by the principal were wholly responsible for changes in intervening variables would be premature. These kinds of behaviour and attitude changes are, however, theorized by Likert (1967) and Clarke and Krone (1971) to have systemmic ramifications. The latter note that

> When the manager shifts to these kinds of concerns, his map, from our point of view, shifts from a narrow one where he is directly concerned with cost and control of the technological processes toward a broader one where he is concerned directly with the processes that result in effective costs and control of the technology. These new concerns are with the growth of people, with his own ability to create systems which allow for the identification and linkage between appropriate people and appropriate environmental domains, his own ability to create systems which allow for appropriate "links" with the future, his own ability to create systems that can generate value, and even valued values (although that gets a little tricky), and the like. (Clark and Krone, 1971:399-400)

Changes in growth do not imply immediate organizational maturity. Lippitt (1969) notes that different stages of organizational growth in turn imply different kinds of structure and managerial leadership might be appropriate. The next phases of growth for the subject school will require still further changes by the Principal and the staff. But if the normative system has changed -- as it appears to

have -- then the school should have a value system which will support adaptation and modification to be self-renewing.

If, organizational development is believed to be a normative re-educative process (Benne and Chin, 1969; French and Bell, 1973), then it is necessary to give examples of how norms are changed, and how re-education occurs. The methodology adopted for the intervention discussed here was a composit of data collection, training and process consultation -- and has been generally described as action research. At no place has data been found to indicate substantive changes in norms and behaviours have not begun to occur. Thus it is argued that the theory and processes employed are responsible for these changes.

NOTES

[1]Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 19, 1976 Symposium 6.16/Organizational Development: Empirical Studies in Diverse School Settings.

[2]The research reported here is drawn from a dissertation being completed by the author, titled "Evaluation of an Organization Development Intervention", State University of New York at Buffalo, Department of Educational Administration.

[3]A consultant team was involved in stages up to and including the entry workshop. All other intervention activities were facilitated by the author.

[4]Portions of this paper were presented in a different form to the Canadian Association for Studies in Educational Administration, June 1975, Edmonton, Alberta, Canada.

APPENDIX I

Through the workshops and change programs:

1. I feel that I am better able to relate to faculty and students.

2. I am more ready to listen to and to allow faculty to try their ideas.

3. The atmosphere of the school has improved, more positive; there are better relations between faculty and students.

4. The Student Council is functioning more effectively.

5. Faculty members and students have supported decisions in which they have had input.

6. While a portion of the faculty resist the program, a great number work together and a spirit of cooperation is generally evident.

7. Through my experience of group process, we achieved a successful and rather satisfactory contract through teacher applications. (What I mean here is that I was more at ease in handling this -- my first experience at negotiation of contract.)

8. The Student Relations Board has been an effective tool in solving our discipline problems since faculty gained more knowledge of group process in relation to students.

9. Faculty members have more input in decision-making and in policy-making than they did previously to the program.

10. I feel more competent in the area of role negotiations.

11. Although I need more expertise I am willing to go through steps to arrive at solutions. Although the process takes longer I can see its effectiveness.

12. I have become less defensive and more tolerant of criticism -- better able to face it.

13. Teachers are less threatened.

14. I have been able to perform more efficiently by setting up definite appointments with faculty lowering their as well as my frustration level.

15. I am less of a procrastinator; less authoritarian.

16. I have improved in the skill of delegating jobs.

17. I spend less time in the office evenings and on weekends.

18. I feel I am a better teacher, being more open and listening to students.

19. The program has led to a more continuous and deeper evaluation of the school as a whole.

20. More sharing occurs departmentally in most areas.

21. Faculty has assumed more responsibility in many areas than before.

22. Evaluation of teachers has has taken a more positive approach.

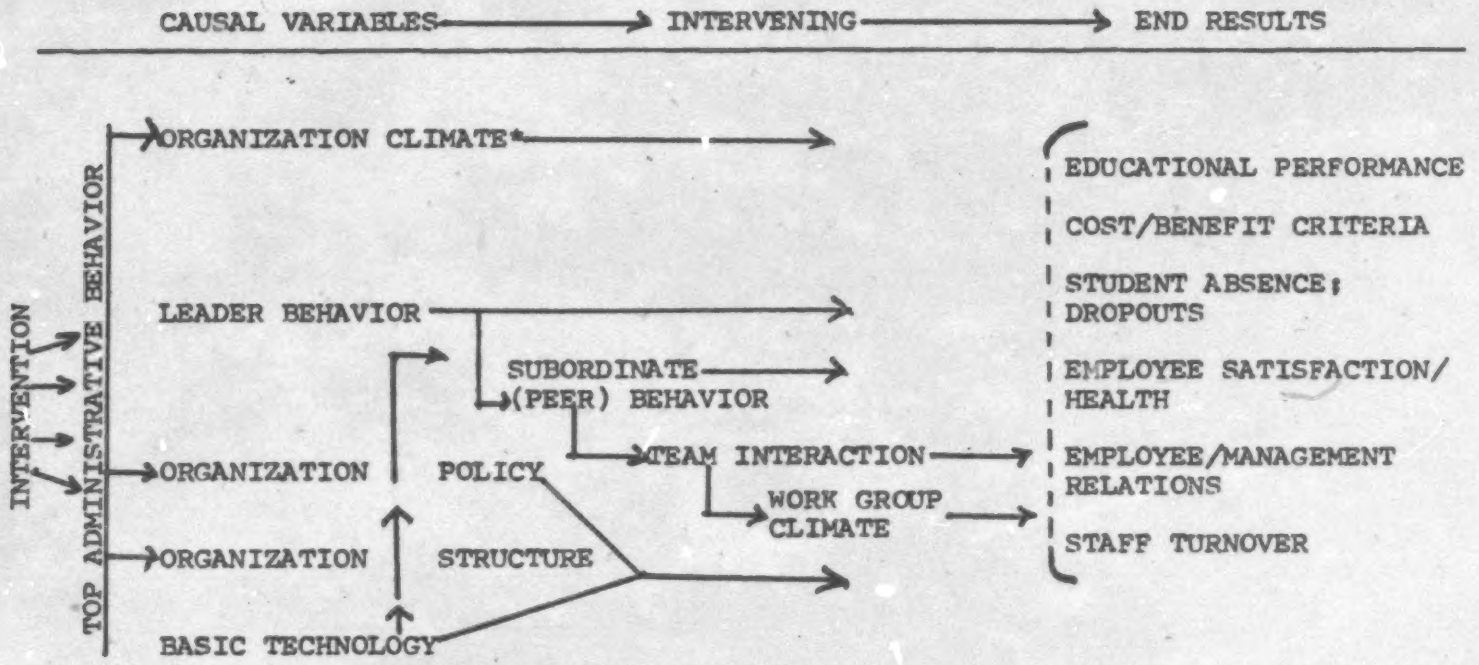
23. The success of our Middle States Evaluation was due in a large part to the fact that we had learned many techniques in the change program which enabled us to work together on this major school endeavor.

24. We were able to develop goals and a philosophy that were workable and still are viable.

Mark, these are my personal assessments. How many would agree with me is another question. But my supporters would say, "You've come a long way, baby."

FIGURE 1

A SYSTEMS APPROACH TO ORGANIZATIONAL EFFECTIVENESS IN SCHOOLS

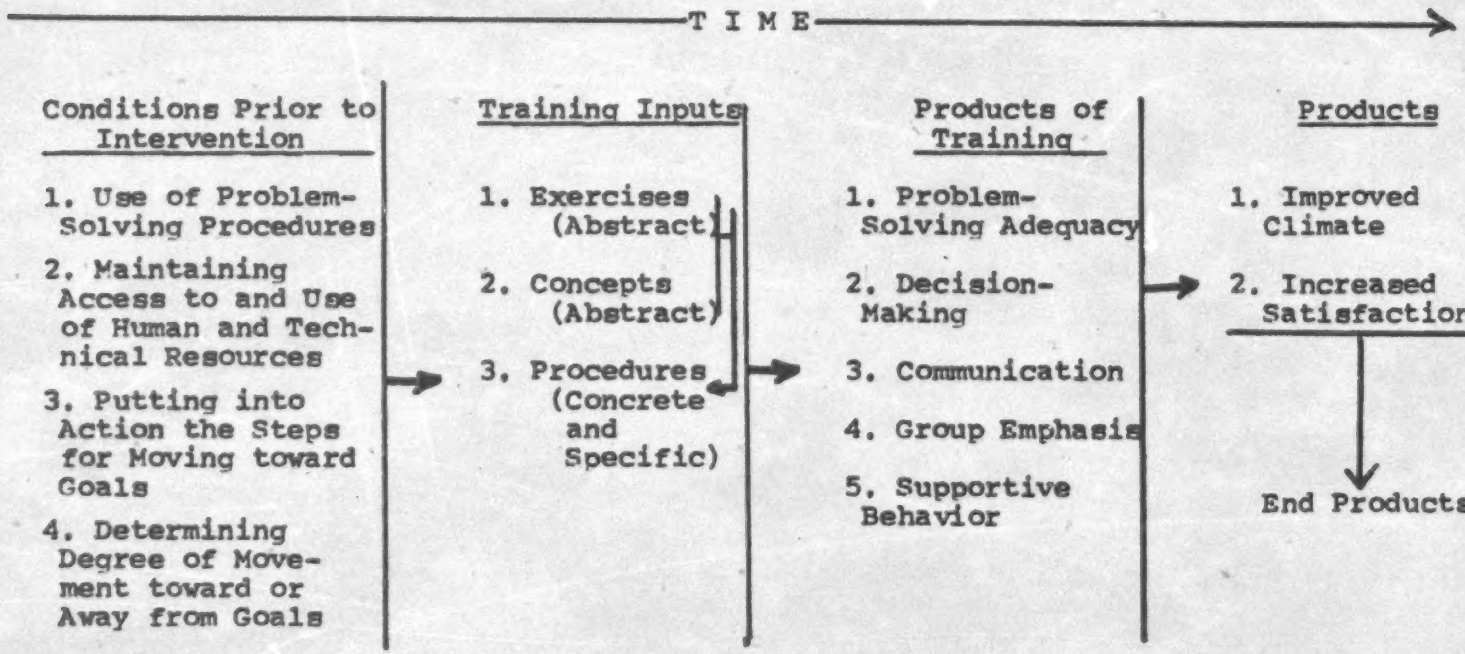


*ORGANIZATION CLIMATE IS THE CUMULATIVE EFFECT OF LEADERSHIP AT ALL LEVELS ABOVE THE IMMEDIATE SUPERVISOR, NOT JUST THE TOP LEADER.

ADAPTED FROM Likert and Siepert (1973).
COPYRIGHT (C) RENSIS LIKERT ASSOCIATES, INC., 1972.

FIGURE 2

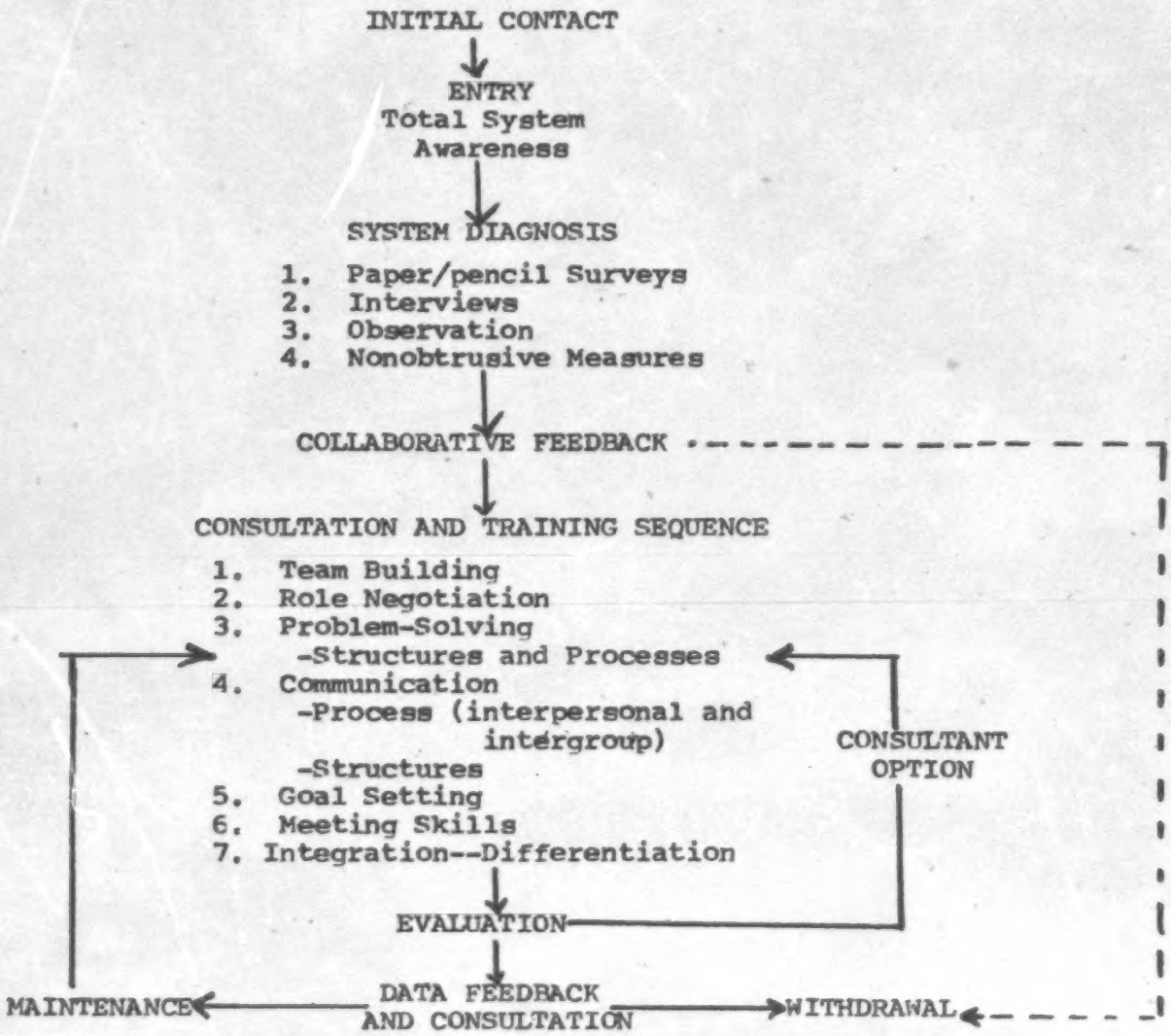
PROCESS MODEL


T I M E
Conditions Prior to Intervention
1. Use of Problem-Solving Procedures
2. Maintaining Access to and Use of Human and Technical Resources
3. Putting into Action the Steps for Moving toward Goals
4. Determining Degree of Movement toward or Away from Goals
Training Inputs
1. Exercises (Abstract)
2. Concepts (Abstract)
3. Procedures (Concrete and Specific)
Products of Training
1. Problem-Solving Adequacy
2. Decision-Making
3. Communication
4. Group Emphasis
5. Supportive Behavior
Products
1. Improved Climate
2. Increased Satisfaction
End Products

(Adapted from Schmuck, Runkel, et al., 1972)

FIGURE 3

ORGANIZATION DEVELOPMENT FLOW DIAGRAM



(Adapted by Mark H. Gelula and Charles S. Lusthaus, 1973)

FIGURE 4

ACTION RESEARCH DESIGN OF THE STUDY

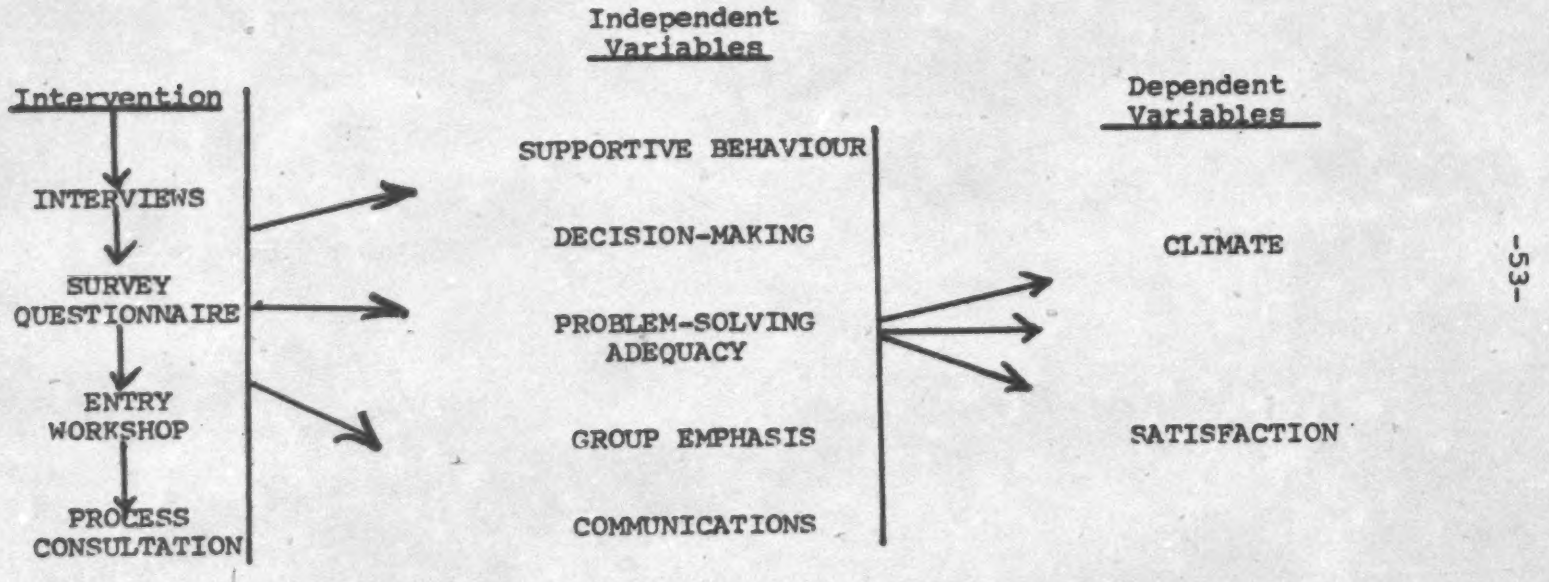
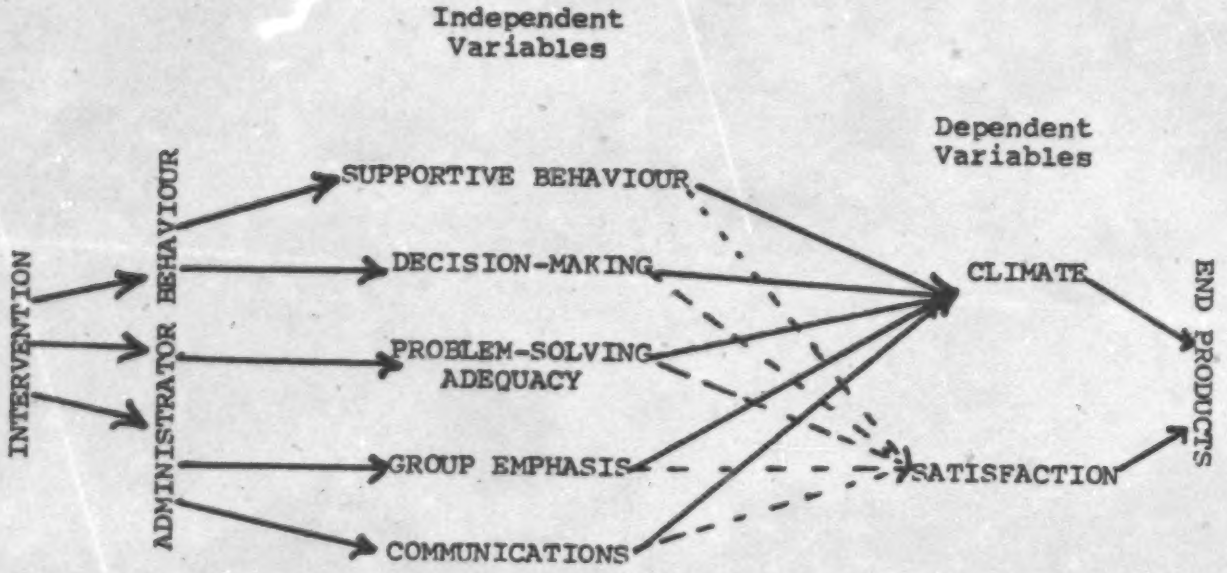


FIGURE 5

RELATIONSHIP AMONG VARIABLES



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